

**Alaska Department of Education & Early Development  
Assessment & Accountability Unit**

# **Training Practice Test**

**Alternate Assessment - Reading  
SCORING PROTOCOL**

Student Name: \_\_\_\_\_

Student Grade: \_\_\_\_\_

Alaska State Student ID: \_\_\_\_\_

District Student ID (optional): \_\_\_\_\_

District Name: \_\_\_\_\_

School Name: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Qualified Assessor Name: \_\_\_\_\_

Date Test Completed: \_\_\_\_\_

TRAINING PRACTICE TEST  
**PRACTICE TEST**  
**GENERAL INSTRUCTIONS**

**Reading Permissible Accommodations Guidelines – Alaska Alternate Assessment**

Follow the directions detailed in the scoring protocol for each item. Text printed in **bold** in the scoring protocol should be read as written to the student. Qualified Assessors may repeat the student prompt if needed.

In the Reading Assessment, Assessors may only read prompts or responses to the student if explicitly permitted in the Scoring Protocol for an item. Assessors may not read the student answer choices out loud for Task 1.34B.

**Examples of Task Accommodation (Should be familiar to student, used in instruction):**

- Enlarging the letter size for a student with limited vision
- Substituting font, printing, or handwriting the student answer choices on larger cardstock in an increased font size
- Providing colored pictures or real objects from the classroom
- Allowing students to respond with a communication board, communication device, or by signing
- Using the official Braille version for students who are blind or visually impaired
- Allowing the students who do not use expressive communication to point to the answer choice
- Touching each word or item as the Assessor reads the word out loud to the student
- Allowing students to use assistive devices/supports
- Prompting after a delay with no response

**Examples of Task Modification (not allowed during test administration):**

- Substituting the task with letters, words, or signs not on the original protocol
- Changing the case of the letters from lower to upper or from upper to lower
- Prompting the student with wording not consistent with the original bolded script
- Providing hints
- Providing student with a smaller set of tasks
- Having student who is verbal participate in the pointing task as opposed to the naming task
- Naming the pictures (as a model) and having the student repeat what the Assessor models

**Administration:** Make sure the Assessor:

- Places the proper series of cards one at a time in front of the student
- Removes or masks cards already presented and places them face down to limit distractions
- Allows student to make corrections, if the student requests
- Records each student response discreetly as it is provided
- Maintains a neutral tone
- Prompts after a delay with no response

**Scoring:** In the grade 3/4 reading assessment, students are asked to segment words into their component sounds: “cut” is read /c/ /u/ /t/ with 1 point awarded for each correctly read phoneme / sound. If the student reads the word as a word -- /cut/ -- the Assessor should award full points.

# TASK 1.34: WORD IDENTIFICATION SKILLS - ADMINISTRATION, SCORING

## Directions

### 1.34B - Identify Letter Sounds

Present the cards located in the student materials in the order shown in the left hand column of the scoring table. Place the cards in front of the student one at a time and say, **“Say the sound for each letter as I show you the card.”** Continue presenting letters. Prompt the student after a delay with no response. Record the student’s response and points in the scoring box. Mark a check (✓) if the student provides a correct response. Record incorrect responses verbatim. Some letters have 2 correct responses. For example the letter /e/ has 2 correct sounds, /eh/ and /ee/ are both acceptable answers.

*Scoring for sounding:*

Correct sound	= 1
Incorrect sound	= 0

**NOTE:** If the student cannot identify letter sound using expressive communication (speech, sign language, or communication device), follow these directions: Randomly place all of the letters face up on the table and say, **“Point to the letter sound as I say its name.”** Continue naming each letter sound in the order listed in the table below. Prompt the student after a delay with no response.

*Scoring for pointing:*

Correctly pointed to letter	= 1
Incorrectly pointed to letter	= 0

1.34B - Identify Letter Sounds - Scoring				Notes
Item	Letter	Student Response	Points	
1	f		/1	
2	j		/1	
3	k		/1	
4	l		/1	
5	o		/1	
6	u		/1	
7	v		/1	
8	b		/1	
9	c		/1	
10	q		/1	

# TASK 1.56: WORK IDENTIFICATION SKILLS - ADMINISTRATION, SCORING

## Directions

### 1.56A - Read Words

Locate the materials in the student materials. Present the cards one at a time in the order shown in the left hand column of the scoring table. Say to the student, **“Read each word as I show you the card.”** Continue presenting words. Prompt the student after a delay with no response. Record the student’s points in the scoring box. Mark a check (✓) if the student provides a correct response. Record incorrect responses verbatim. The student may receive partial credit for identifying any correct sound in the word. For example, if the student was presented with the word “dog” and responded with “dig” they would receive 1 point for correctly identifying the /d/ and /g/ sounds, but would not receive full credit of 2 points as they did not correctly read the whole word.

*Scoring for reading:*

Word completely correct	=2
ANY correct sound(s)	=1
Any response other than 1 or 2 point responses	=0

*Note:* If the student cannot identify the words using expressive communication (speech, sign language, or communication device), follow these directions: Randomly place all of the words face up on the table and say, **“Point to the word after I say it.”** Continue saying words in the order listed in the scoring box on the next page. Prompt student after a delay with no response.

*Scoring for pointing to word:*

Correctly pointed to word	=2
Any response other than a 2 point response	=0

### 1.56A - Read Words - Scoring

### Notes

Item	Word	Student Response	Points
1	cat		/2
2	top		/2
3	help		/2
4	fast		/2
5	stoop		/2
6	jumping		/2
7	worker		/2
8	ready		/2

# TASK 1.78: WORK IDENTIFICATION SKILLS - ADMINISTRATION, SCORING

## Directions

### 1.78C - Read Sentences

Locate the materials in the student materials. Place the flashcards of sentences one at a time in front of the student in the order shown in the scoring box. Say to the student, “**Read each sentence as I show you the flashcard.**” Continue presenting sentences. Prompt the student after a delay with no response. Mark a check (✓) if the student provides a correct response. Record incorrect responses verbatim.

**Scoring:**  
 Each word read correctly = 1  
 Any response other than a 1 point response = 0

**Note:** If the student cannot identify the words using expressive communication (speech, sign language, or communication device), follow these directions: Randomly place all of the sentences face up on the table and say, “**Point to the word in the correct sentence after I say it.**” Continue saying words in sentences in the order listed in the scoring table. Prompt student after a delay with no response.

**Scoring for pointing to words in sentence:**  
 Pointed to correct word in sentence = 1  
 Any response other than a 1 point response = 0

1.78C - Read Sentences - Scoring							Notes
Item	Card						Points
1	The	dog	ran	fast.			/4
2	Please	stop	and	walk.			/4
3	He	and	I	are	friends.		/5
4	Will	you	help	me	read?		/5

### Student Responses

- 1.
- 2.
- 3.
- 4.

## TASK 2.910: FORMING A GENERAL UNDERSTANDING, ANALYSIS OF CONTENT AND STRUCTURE - ADMINISTRATION

### Directions

#### 2.910A-B Read Passages

Locate the appropriate materials in the student materials. Say to the student, **“I am going to read a story aloud to you. Listen carefully to the story. When I’m finished, I will ask you some questions.”** Begin with Story 1. Place the story card in front of the student so they can follow along as the story is read out loud. After reading the story, the administrator will say, **“Now I’m going to ask you some questions. Give me your best answer from what you remember about the story.”** Read each of the three answer choices to the student.

Use the scoring guide and questions provided on the following pages. Present the student with the appropriate response strip from the student materials and ask the questions in the order listed in the left hand column of the scoring table, telling the student to choose an answer from the answer strip provided. If the student is unable to remember the story, repeat the steps above and read the story a second time to the student. The response options may be read aloud to the student. The story also may be read in small sections with appropriate questions asked throughout the passage. Some students may respond verbally to the questions instead of pointing to or reading the response strips. In this case, please use the scoring guide and the scoring page to give the student the correct points. Continue in a similar manner with Story 2.

#### Scoring Definitions

Main character: Most repeated appearance of a person (by name or as a pronoun)

Main Idea: A simple statement of what the story is about literally

Detail (inferred): A summary statement from the story

Setting: Description of where the story takes place

Theme: More abstract summary of the story developed from various (non-specific) events occurring throughout the story

Fact: Description of an object or event that appears in the story

Opinion: Description of something that is subjective from a person’s point of view

**Scoring:** Each option is presented on a separate card and represents a word or phrase that is (a) specific and correct (given 2 points), (b) general and correct (1 point), or (c) incorrect (0 points). Task 2.910D is scored 3 points for correct or 0 points for incorrect. Circle the correct response on the scoring table as the student responds. For students responding verbally to a question, write the response and score later if needed. Allow for oral comprehension knowledge if the student cannot read the cards (answer options may be read aloud to the student).

**Note:** There may be more than one correct 1 point answer than what is represented in the response strips or on the scoring protocol. The administrator must read the three possible answer choices to the student, and the student selects from those limited choices.

**TASK 2.910: FORMING A GENERAL UNDERSTANDING, ANALYSIS OF  
CONTENT AND STRUCTURE - ADMINISTRATION****2.910A-B Read Passages****Story 1: Rob's Future**

Rob is in the 12th grade and he is not sure what he should do after he graduates from high school. He talked to his parents and asked them what he should do. He also talked with one of his teachers at his high school, Mrs. Brown. She told him that going to Tanana Valley College in Fairbanks would be a good thing to do. She also said that he could study welding there and would be good at it. Rob told Mrs. Brown about the shop classes he had taken at school, and how he liked to build things. Mrs. Brown said she would help him fill out his application for college. Rob thought that would be a big help for him since he wasn't sure he knew how to fill out an application. Rob was excited about going to college. But then there was a problem, how was he going to pay for college? He knew that his parents did not have enough money to pay for college. He talked to Mrs. Brown about how to pay for college. She told him there was a scholarship he could apply for. Rob didn't know what a scholarship was. Mrs. Brown said that a scholarship was free money that students may be able to get to help them pay for college. Now Rob was excited about his future!

# **TASK 2.910: FORMING A GENERAL UNDERSTANDING, ANALYSIS OF CONTENT AND STRUCTURE - SCORING**

2.910A - Read Passages: Story 1, Mount St. Helens - Scoring			
Question	2 point response	1 point response	0 points - record incorrect response here
1. Who is the main character in the story?	Rob	Boy	
2. What grade did the story say Rob was in?	12th	Senior	
3. What teacher did Rob speak with?	Mrs. Brown	Woman	
4. Where did the story take place?	at school	at home	
5. What college was mentioned in the story?	Tanana Valley College	Tanana	
6. What was the problem that Rob had in the story?	How to pay for college	Not enough money	
7. Who helped solve the problem?	Mrs. Brown	Teacher	
8. What was the theme of the story?	Talking to teachers can help	You can get help with money	
9. Put these parts of the story in the order they appeared in the story.	<p><u>Correct Order</u></p> <p>Rob talked to his parents.            He talked with Mrs. Brown at school.            She said Tanana Valley Campus would be good.            He could study welding there.</p> <p>4 = all in correct sequence            3 = 3 in correct place            2 = 2 in correct place            1 = 1 in correct place            0 = 0 in correct place</p>		
10. Put these parts of the story in the order they appeared in the story.	<p><u>Correct Order</u></p> <p>Mrs. Brown would help with the application.            How would he pay for college?            His parents didn't have money for college.            Mrs. Brown told him about scholarships.</p> <p>4 = all in correct sequence            3 = 3 in correct place            2 = 2 in correct place            1 = 1 in correct place            0 = 0 in correct place</p>		

2.910B -Fact/Opinion: Story 1, Mount St. Helens - Scoring			
Item	Question	Correct Response	Points
1	Which sentence is a fact?	Rob talked with Mrs. Brown at school.	___/3
2	Which sentence is an opinion?	Going to Tanana Valley would be a good thing to do.	___/3